

Career Pathways in Action

An Integrated Education and
Training Approach



Important Disclaimer

This training opportunity is made available through a partnership among Maher & Maher, the District's Workforce Investment Council (WIC), and the Office of the State Superintendent of Education (OSSE). The purpose of the training is to increase awareness and capacity of its participants with regards to the value and key components of a Career Pathways system and integrated education and training models. The opinions and strategies presented are based on the extensive research and experience of Maher & Maher but should not be construed as specific instructions, guidance, or mandates directly related to the current OSSE Adult Education and Family Literacy Act (AEFLA) and WIC Career Pathways Grant application. Adherence to or adoption of the strategies presented does not guarantee the awarding of said grant.


Effective Integrated Education and Training Models

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Session Objectives:

- Overview of Integrated Education and Training
- Present some Model IET Programs
- Share Integrated Education and Training Models
- Highlight Key Strategies for Long-Term Success
- Focus on Transitions (Entry and Exit)
- Guidance and Sustainability
- Group Exercise

A hand is shown interacting with a digital network. The hand is positioned on the right side of the frame, with the index finger pointing towards a central node in a network of blue lines and dots. The network is composed of several interconnected nodes and lines, creating a web-like structure. The background is dark, and the overall lighting is blue and white, emphasizing the digital nature of the interaction.

Meaning comes from
INTERACTION between the
individual and the material, and
the **CONTEXT** of the use.

Integrated Education and Training

- IET is an education model that combines occupational skills training with adult education services to increase the educational and career advancement of participants.
 - U.S. Department of Education Office of Vocational and Adult Education

IET Key Elements

- Contextualized teaching
- Shared classroom authority
- Real-world application
- Student as stakeholder in their own education
- Shorter pathway to employment (or shorter pathway to higher education)

Types of IET Programs:

- Bridge Programs
- Workplace Learning Programs
- Pre-Apprenticeship Programs
- Integrated English Literacy & Civics Education Programs
- Corrections Education Programs
- Postsecondary Education Programs
- Out-of-School Youth Programs

IET Factors

- ***Individual Participants*** – The fit of students – both skill level and interest – and their perceptions of the program influence how well they may be able to complete the program.
- ***Program Factors*** - The components that make up the career pathway program engage individual participants and interact with other success factors to influence success.
- ***Organizational Factors*** – Funding, sustainability, and data tracking can influence how the program, and ultimately the individual participants, is able to achieve desired outcomes.
- ***External Factors*** – The surrounding community, policies, and partnerships shape the success of workforce programs and the individuals and businesses they serve.

“

The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn.

”

- Allan Toffler, *futurist*

Effective Approaches to IET



Saint Paul Public Schools' Community Education Department's Adult Basic Education

Educational services are available to adults who want to improve their basic skills, earn a GED, prepare for employment or post-secondary education, or learn English.

Hubbs Center ServSafe Certification

- This bridge program offers ESL, reading, and math in the context of food safety. Course includes certification testing offered by adult education instructor with test proctoring authority.

Pre-Apprenticeship Programs: Construction Training

- A six-week foundational and hands-on skills training course, after completion, students have an option to apply for a pre-apprenticeship training program with a building and constructions trades union, continue training through community service programs or the community college, or move into employment.

Measure System Change & Performance

Connect the data pipelines - see what you learn

Agree on outcomes and address performance measures

Comparative Analysis - scrutinize business as usual vs adult career pathway

Align Policies & Programs

Understand partners' policies - what can flex and what can't

Change institutional policy to make this the "new normal"

Build Cross-Agency Partnerships & Clarify Roles

Partners = resources & deliverables

Required Partners - Workforce Investment Boards, Community and Technical Colleges, Adult Basic Education, Employers, Community Based Organizations

Identify Sector or Industry & Engage Employers

Local, regional, and real-time LMI

Modified OID Tool demonstrates gap between # job openings and # program completers in a region

Skills@Work campaign

Design Programs

Design and implement bridge and integrated instruction: ABE and MnSCU partners align fundamental skill building and career/tech education outcomes

Innovate efforts for recruitment, retention, completion, and financial aid

Identify Funding Needs & Sources

Braid funds at state and local level - identify, utilize funding sources that come with each participant (DW, TANF, etc.)

Connect participants to local and federal financial aid



MN FastTRAC Elements

- A career pathway navigator
- Bridge program to build foundational academic skills
- Integrated instruction in the college courses.

MN FastTRAC Success Factors

- Strong Partnerships
- Employer Engagement
- Recruitment and targeting program customers
- Cohort Group
- Shared performance measures
- Credit based training = Confidence
- Braiding of Funding and Programs

Key MN FastTRAC findings include:

- 60.9% of MN FastTRAC Bridge students enrolled in MnSCU during or within one year compared to 15.6% of ABE Non-MN FastTRAC
- 59.9% of MN FastTRAC students enrolled in credit courses during or within one year compared to 13.5% of ABE Non-MN FastTRAC (69.7% vs. 15.6% when including non-credit)
- 69.4% of MN FastTRAC students skipped developmental education, whereas only 39% of ABE credit-taking students did so

Capital City YouthBuild

Serves 16-24 year-olds who have barriers to employment that may include justice involvement, basic skills deficits, and little to no work history.

Strategies include:

- Strengthen career development and advancement approaches
- Strengthen systems to prepare youth with work and career-readiness skills
- Drive sector-based programs and business partnerships.²

https://www.csbgta.org/index.php?option=com_content&view=article&id=104:capital-city-youthbuild-beating-the-odds-in-hartford&catid=3:success-stories&Itemid=24



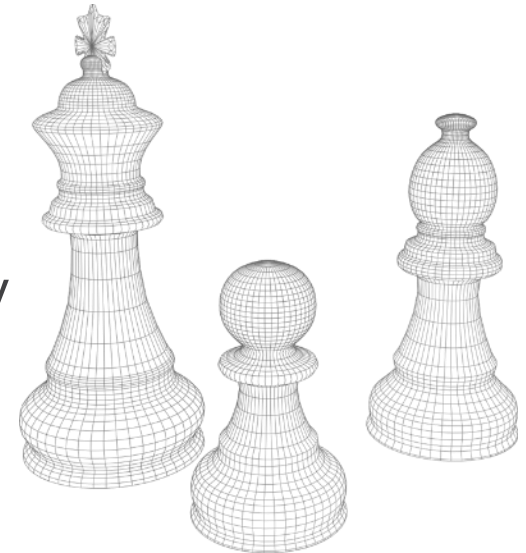
Integrated Basic Education and Skills Training (I-BEST)

- **Program:** Innovative program and strategy developed by the Washington State Board for Community and Technical Colleges (SBCTC) in conjunction with community colleges technical colleges.
- **Goal:** Increase the rate at which adult basic education and English-as-a-second-language students advance to college-level occupational programs and complete postsecondary credentials in fields offering good wages and career advancement.

I-BEST Strategies

Seeks to address this problem by combining basic skills and professional technical instruction so that basic skills students can enter directly into college-level coursework.

- Basic skills instructors and professional technical faculty jointly design and teach college-level occupational classes that admit basic skills-level students.
- Courses must be part of a coherent program of study leading to college credentials and jobs in demand, thus providing a structured pathway to completion and career-path employment so students do not have to “find their way on their own.”



Levels of Integrated Instruction

- **Model One: Non-Integrated Instruction**
 - Professional-technical instruction is delivered as it normally would be.
 - Basic skills instructor assumes a support role and assists students who are struggling with the professional-technical content.
- **Model Two: Non-Integrated Instruction w/Separate, Contextualized Basic Skills**
 - Professional-technical instruction is delivered as it normally would be with no change in the curriculum.
 - Professional-technical and basic skills instructors jointly identify the basic skills that are needed to succeed in the course, which are then taught separately.
 - Basic skills instructor assumes a support role and focuses on these skills.

Levels of Integrated Instruction (cont'd)

- **Model Three: Partially Integrated Instruction**
 - Professional-technical and basic skills instructors jointly modify the existing professional-technical course to accommodate the needs of basic skills students.
 - Basic skills instructor still assumes a support role, but the course content now includes more focus on basic skills in addition to the professional-technical content.
- **Model Four: Fully Integrated Instruction**
 - Professional-technical and basic skills instructors work together to revise the content of the existing course more extensively (or, in some cases, to develop a new curriculum) to accommodate basic skills students.
 - Basic skills instruction is interwoven fully into the professional-technical content.

I-BEST: Yakima Valley Community College

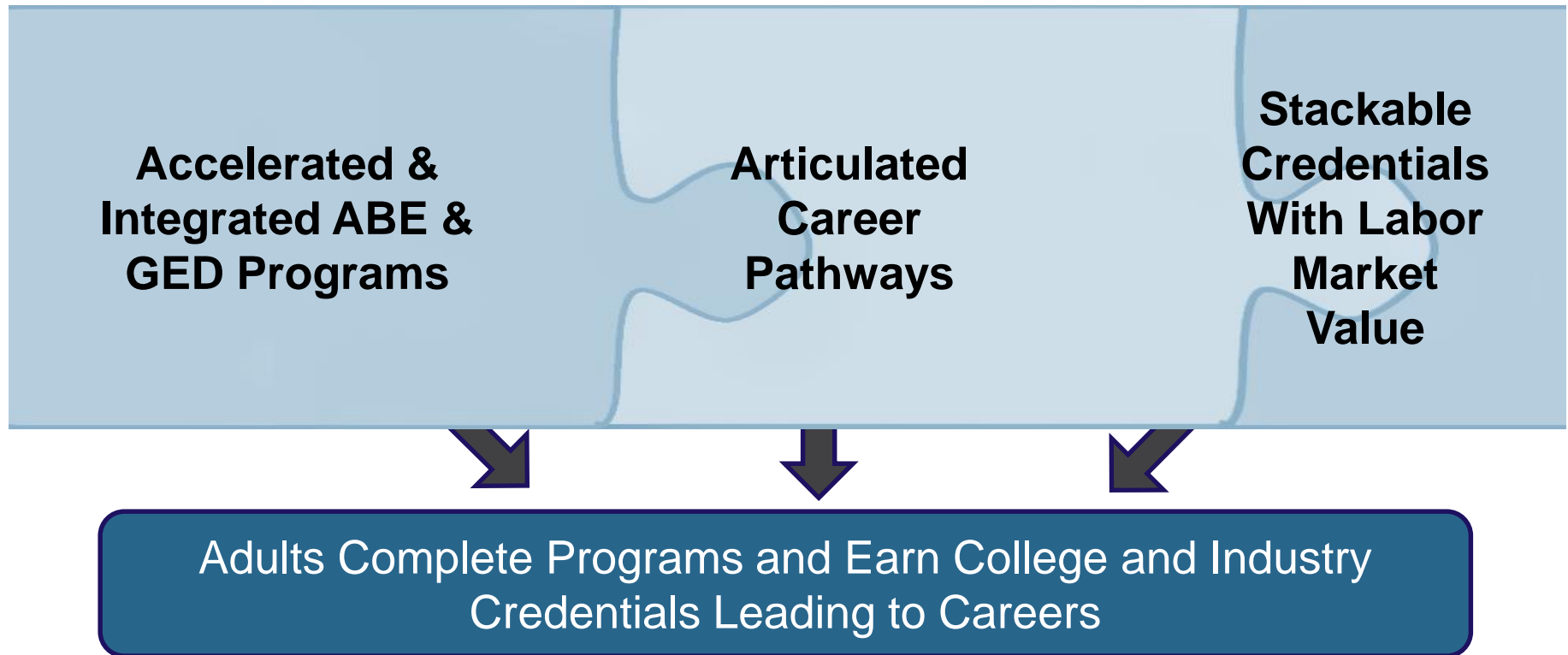
- Help basic skills instructors work within the I-BEST model of integrated instruction.
- Department head mentors basic skills faculty on how to work with professional technical faculty in I-BEST programs.
- Helps the instructors develop basic skills activities that complement what students are learning in the content courses.
 - During the first quarter of team teaching, meets with faculty six to eight times.
 - During the second quarter, she meets with them mid-quarter, at the end of the quarter, and also as needed.
 - After these first two quarters, the support continues as needed or as requested by the dean of basic skills or the professional-technical faculty.

I-BEST: Renton Technical College

- Curriculum and Technology Specialist is responsible for working with I-BEST faculty.
- Initially met one-on one with faculty to discuss I-BEST, but over time saw the need to provide a way for instructors to collaborate and share information about I-BEST.
- Developed a faculty learning community for I-BEST instruction.
 - Designed so that faculty determine what topics are covered and so that they have opportunities to learn from colleagues who have had success in implementing I-BEST.
 - Includes faculty from the College and neighboring colleges, with both basic skills and professional-technical faculty participating.

Accelerating Opportunity

Streamlined Educational Pathways



Accelerating Opportunity (AO)

Program:

- Seeks to change the way Adult Basic Education is delivered by connecting crucial pieces of the puzzle that are preventing lower-skilled adults from entering and completing postsecondary education.
- By aligning and accelerating ABE, GED, and developmental programs and providing nontraditional students the supports they need.
- Career pathway programs enable more low-income adults to complete postsecondary credentials that are of value in the labor market.

Accelerating Opportunity's Core Components

Accelerated Credential Attainment	Linkages to Comprehensive Career/Technical Pathways
Team Teaching	Credit-Bearing Pathways
Supplemental Instruction	Intensive Support Services
Demonstrated Alignment with Labor Market Demand	Partnerships with WIBs and CBOs

AO Strategies



- Integrated pathways
- Scale and sustainability
- Culture shift
- Comprehensive student supports
- Stakeholder engagement
- Professional development
- State technical assistance to colleges
- Policy
- Leadership
- Staff commitment

AO Goal:

- This four-year, multistate effort provides embedded support services to help students persist to completion while delivering consistent and coherent professional development to Accelerating Opportunity faculty and staff.
 - These supports were developed by two other adult education initiatives:
 - Breaking Through, which focused on contextualizing basic skills instruction so students could see how to apply it in their work and daily lives; and
 - Washington State's Integrated Basic Skills and Training (I-BEST) program, which pairs a basic-skills instructor and an instructor from a professional-technical program to teach together in the same classroom.

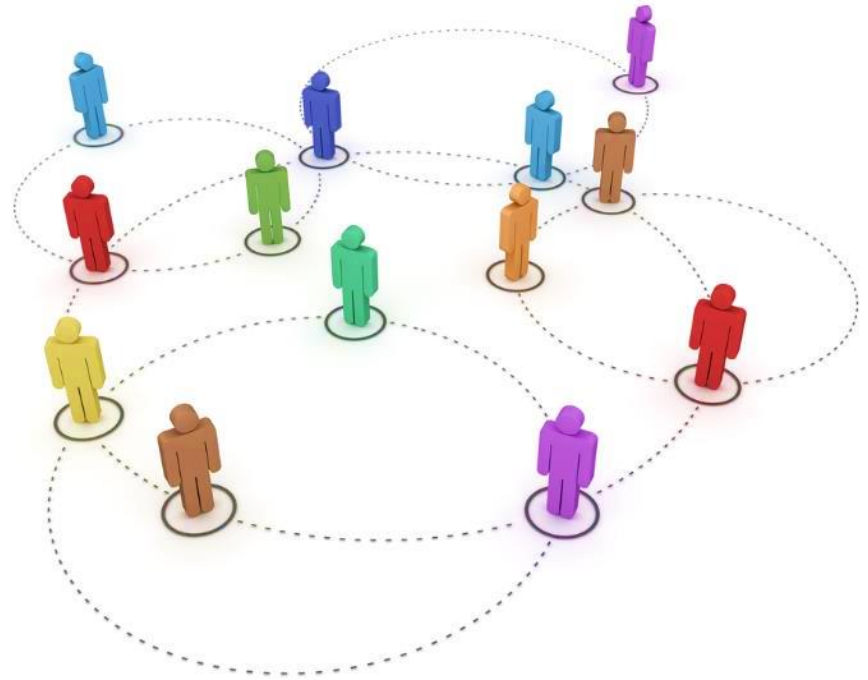
AO: KY Key Design Elements

“Nonnegotiable” Aspects of the AO Model

- Two or more integrated career pathways in colleges
- Acceleration strategies
- Academic and social student supports (e.g., tutoring, child care, transportation)
- Dual-enrollment strategies (e.g., paired courses, I-BEST, or I-BEST-like approaches)
- Marketable, stackable, credit-bearing certificates and degrees
- Award of some college-level professional-technical credits
- Partnerships with workforce investment boards and employers
- Evidence of strong local demand for selected pathways

AO Best Practices

- Team Teaching Methods
- Cohort Groups
- Support Structure
- Role of Navigators
- Partnerships
- Braiding Resources
- Develop bridge programs
- Create or utilize stackable credentials



Accessing JFF's Braided Funding Toolkit

To log on to the toolkit, go to <http://application.jff.org/>

- Click on “Request Access” next to “Accelerating Opportunity Braided Funding”
- Click on the link for “Accelerating Opportunity Braided Funding”
- Click “Log In” in the top right corner and then click on “click here to register”
- Submit your registration request
- Once approved, you will choose your username and password



Strategies for Long-Term Success



Messaging

- Create a common message and vision around the need for and use of career pathways (to be communicated over and over to all stakeholders)
- Create a common vision for what you want career pathways to accomplish
- Identify what stakeholder is responsible for what (recruitment, job training, funding, referrals etc.) and make sure everybody understand each other's programs/services
- Find Champions at leadership levels

Student Focus

- Focus on student/client success and outcomes
- Identify the investment in student/customer to reach common goal
- All stakeholders have to be committed to and engaged in the work
- Talk to clients/students to find out what their experience is, what's is working, what is not?
- Identify various target populations and onramps available to them.
 - People need to be reached where they are at, you can't expect them to come to you.
 - For example, adult education students may not attend an orientation on community college campus. Instead, hold the meeting at the adult education center.
- Build in short term milestones along the career pathway for students to focus on.

Support Services

- Integrate student support services into the model
 - Academic support
 - Career services
 - Financial
- Help students navigate funding options that are available to them, including how to pay for tuition, transportation, child care, fixed expenses, etc.

Career Pathways

- Believe that the career pathway approach is a better way of doing business than the way it has been done
- Identify how career pathways aligns to work/outcome each stakeholder is currently responsible for
 - This shows how the work is not an add on to what's already doing, but it will help to accomplish current mission
 - Consider creating an alignment matrix that shows how each career pathway outcome aligns to current scope of work
- Design career pathways –where possible include acceleration strategies, contextualized curriculum and work based learning opportunities
- Create visuals for career pathways (maps and other job aids)
- Institutionalize processes as soon as possible
- Expect to have to make changes/adjustments

ID Industry Sectors and Engage Employers

- All career pathways have to be connected to jobs! Without a connection to jobs, career pathways do not mean much since they have to be aligned to sector/employer/labor market demands.
- Below are some examples of employer engagement:
 - Participate in curriculum and activity design
 - Visit the classroom to speak to students about industry requirements & opportunities
 - Conduct mock interviewing during the course of the AOKY program
 - Offer worksite tours
 - Offer job shadowing experience
 - Offer work study opportunities
 - Offer unpaid internships
 - Offer paid internships/coop opportunities (more info required below)
 - Interview graduates upon graduation
 - Prioritize graduates for any available job openings
 - Place graduates – they have current/ongoing job openings

Team Teaching Models

- **Traditional Team Teaching:** Teachers actively share instruction to all students.
- **Collaborative Teaching:** Teachers exchange and discuss ideas and theories in front of the learners.
- **Complementary/Supportive Team Teaching:** One teacher teaches the content; the other provides follow-up activities.
- **Parallel Instruction:** Teachers teach the same material to different groups.
- **Differentiated Split Class:** Each teacher teaches a group based on their learning needs.
- **Monitoring Teacher:** One teacher instructs while the other monitors student understanding.

Acceleration Strategies

- Paired courses
- Co-requisite courses
- Contextualizes basic skills education
- Modularized courses and/or competency based courses
- Compressed courses and/or schedules
- Dual credit

Multiple Entry and Exit Points

- Provide **visual roadmaps or templates** depicting the coursework, competencies, skill requirements, and credentials needed for a series of related occupations in an industry sector.
- Provide employers with an **organizational development tool** to focus on career planning and development for their employees.
- Include **career lattices** that identify multiple entry and exits points and potential lateral and vertical movement within an occupation or career cluster linked to occupational labor market data.
- Ensure **roadmaps are "demand-driven"** and collaboratively developed, fully engaging employers, faculty, advisors, educational administrators, workforce professionals, and labor representatives as appropriate.
- Maximize the **use, distribution, and visibility of tools** by students, advisors, counselors, parents, and public workforce development professionals.

Guidance and Sustainability



Career Development System



Elementary:
career awareness



Middle school:
career exploration



High school:
career preparation
and application



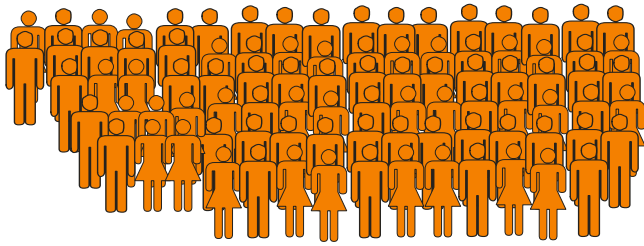
Postsecondary:
career preparation;
career
management; life-
long learning

Non-profits, business/industry, philanthropic organizations, civic groups, etc.

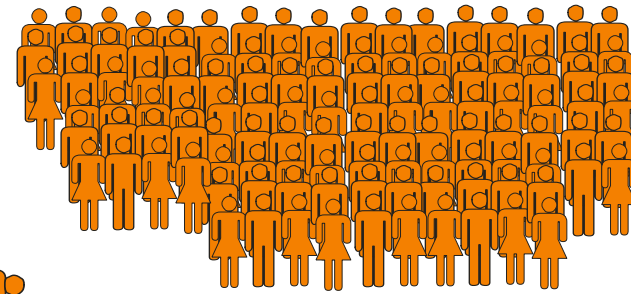
Career Planning & Counseling:

- Provide career planning courses, workshops, and web-based resources that include tools such as assessments, career portfolios and individual education/career plan development, thereby increasing understanding about demand occupations and career clusters of interest to students and workers.
- Provide job search assistance, coping strategies for blending work and education, and skill building in resume writing, interviewing, and social networking.

Career Counseling Delivered By All for All



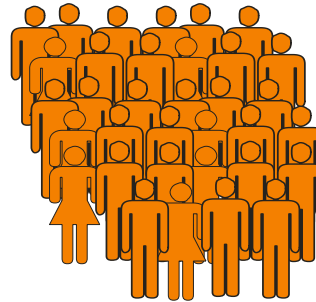
Community Volunteers



**Classroom Teachers
Support Staff**



**Post Secondary
Personnel**



Employers



**Local School
Administrators**



Parent/Guardian



**Community/
School
Liaison**



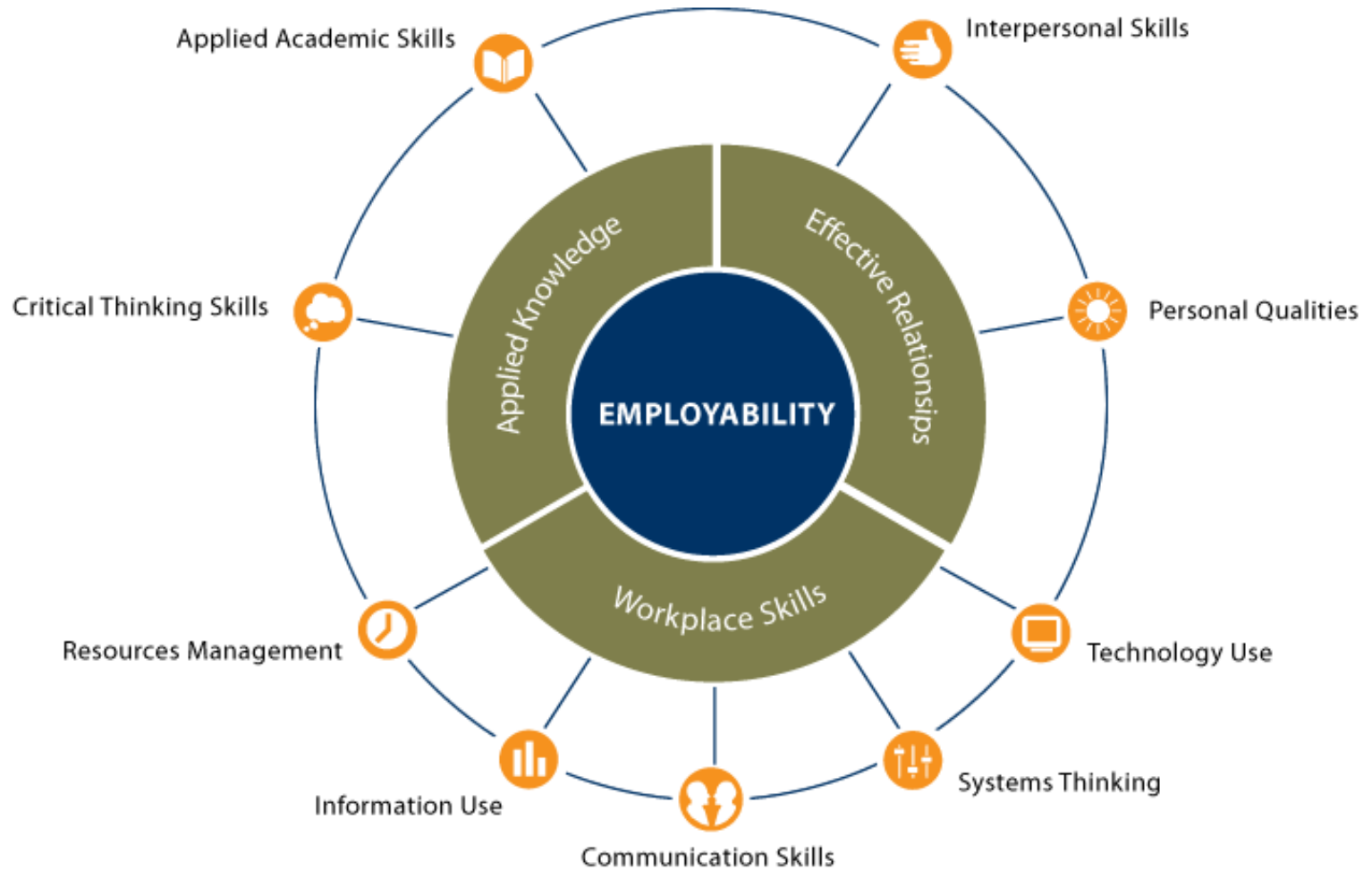
**School
Counselors**



**School To Work
Coordinators**

Employability Skills Framework

www.cte.ed.gov



Sustainability Strategies

- Formal agreements provide for a working framework for each partner, setting expectations and desired outcomes. When approved and signed by each partner, the formal agreement elevates the partnership and its work.
 - State the purpose of the partnership and describe its benefits to the partnering entities.
 - Set broad strategic direction of the partnership and the outcomes expected.
 - Basis of active management of the partnership and provide meaningful action plans and guidelines for meetings and communication.
 - Build trust and mutual respect as a foundation for future endeavors.

Sustainability Strategies (cont'd)

- Create written memoranda of understanding that specify the roles and responsibilities of the partnership's members.
- Conduct ongoing analysis of economic and workforce trends to identify which regional Programs of Study should be created, expanded, or discontinued.
- Connect to existing initiatives that promote workforce and economic development, such as sector strategies.
- Identify, validate, and keep current the technical and workforce readiness skills that should be taught within each Program of Study.
- Keep in mind that every partnership should be of equal advantage to all participants.

Sustainability of IET

- **Regionalizing** already successful local approaches: **new partners, new challenges**
- Moving beyond engaging business: to **business as a lead**
- Designing career pathways - and apprenticeships – at an **industry-level scale**
- Sectors as foundation for **systems change**
- **Operationalizing**: what does a sectors focus mean at service delivery level?

Additional IET Resources

Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level

- <http://www.clasp.org/resources-and-publications/publication-1/WIOA-IET-Model-Programs.pdf>

JFF PowerPoint: Accelerating CTE Quick-Start Institute

- http://www.jff.org/sites/default/files/Quick-Start%20Slides%20042216.Final_.pdf

JFF Agenda: Accelerating CTE Quick-Start Institute

- <http://www.jff.org/sites/default/files/quick%20start%20agenda-050316-final.pdf>

Integrated Education and Training Policy 50 State Scan

- <http://www.nationalskillscoalition.org/resources/publications/file/Final-IET-Scan.pdf>

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